

LITERACY & INTERVENTION

<p>LEVEL 1 – RESOURCING</p> <ul style="list-style-type: none"> ■ Early Years Literacy Coordinator and Literacy Support SSO ■ Teacher resources –guided reading texts, at level texts for Wave 1, 2 and 3 students R-7 ■ Comprehension strategy texts i.e. Sheena Cameron, Fountaus and Pinell, CAFÉ ■ Provide PD, whole school, SSOs, parents ■ Clarify assessment tools to be used and data required – school data map ■ Teacher Learning Teams to stretch teacher practice ■ Bridgewater Primary School – Whole Site Literacy Agreement developed ■ Pat-R assessment Yr. 1-7, Running Records R-7 	<p>LEVEL 3 - CHANGES IN THINGS LEARNERS DO</p> <ul style="list-style-type: none"> ■ Demonstrate deepening knowledge and understanding of the Big 6 in Reading ■ Articulating understandings of comprehension strategies and how they use them ■ Choose and use comprehension strategies across curriculum areas ■ Implement a range of assessment strategies - peer and self, seek feedback to move learning forward, teach others ■ Articulate their learning, not what they are doing ■ Engaged in Guided Reading, using Book boxes, reading at level - Instructional and Independent ■ Positive learner engagement ■ Improved learning outcomes, less lower and mid-level, increased upper level ■ Improved understanding and engagement across all curriculum areas
<p>LEVEL 2 - CHANGE IN THE THINGS TEACHERS DO</p> <ul style="list-style-type: none"> ■ Whole school practice using BPS Primary School Literacy Agreement-refined and finalised, reviewed and amended as required, AC, TfEL ■ Scaffolded literacy pedagogy, high quality at level and instructional texts, across all curriculum areas ■ Levels of questioning to develop 'intellectual stretch' for independent learning ■ Implement differentiation strategies - gradual release ■ Provide authentic opportunities for learners to use and develop their skills and knowledge e.g. peer and cross age tutoring ■ Wave 1, 2 & 3 intervention utilising teachers and SSOs - Visible learning strategies ■ Teams designing the learning using collective data, a collective responsibility ■ Seek student feedback, peer-peer feedback ■ Work with Learning Teams and Staff PL ■ Regularly gather and analyse data and evidence to inform teaching and learning - moderation and responding to data 	<p>LEVEL 4 – SMARTA TARGETS</p> <p>Improvement in learning outcomes, what will we measure, how will we know?</p> <ul style="list-style-type: none"> ■ End Rec. - 90% students (excl. SWD) at Reading level 11 ■ End Yr. 1 - 90% students (excl. SWD) at Reading level 18 ■ End Yr. 2 - 90% students (excl. SWD) at ≥ Reading level 24 plus ■ Yr. 3 - 80% students in NAPLAN Reading Bands 4-6 ■ Yr. 5 -80% in NAPLAN Reading Bands 6-8 ■ Yr. 7 – 30% achieve upper growth in NAPLAN Reading ■ Yr 7 – Less than 25% achieve low growth in NAPLAN Reading <p>Assessment tools, monitoring, further action:</p> <p>Running Records, PAT-R, NAPLAN Regular (twice/term) Running Records assessment for students not achieving RR year levels by the end of Rec, Yr. 1 and Yr. 2 Intervention for students not achieving benchmark School based formative assessments</p>

Achievements

- ❖ Achieved Yr 3 NAPLAN target - 81% of children in Bands 4-6
- ❖ Achieved Yr 5 NAPLAN target – 69% of children in Bands 6-8
- ❖ Achieved Yr 7 NAPLAN – 38% achieved upper growth with 0% in Low growth for Reading
- ❖ Achieved Yr 7 NAPLAN – 19% achieved low growth for Reading
- ❖ Data base developed to track and respond to student learning. Training for staff Week 2, 2016. Data entered ready for review and intervention planning.
- ❖ Developed whole site consistency in taking Running Record, with a focus on Reading Comprehension.
- ❖ Learning Teams analyse assessments and target improvements in PAT-R, Running Record and Achievement data.
- ❖ Whole Site Literacy Agreement implemented, supported by learning program for children, staff and parents.
- ❖ Wave intervention and Gradual Release developing across site.

NUMERACY/MATHS

<p style="text-align: center;">LEVEL 1 – RESOURCING</p> <ul style="list-style-type: none"> ■ Budget line for resources, consultancy and Professional Learning ■ Professional learning at staff meeting, off-site and Learning Teams ■ Ann Baker, Tierney Kennedy Resources shared ■ SSO support, Maths Support Teacher ■ Work with Let's Talk Learning - Rosslyn Shepherd ■ Online resources i.e. TfEL, AC ■ Student resources - audit and replenish ■ Assessment tools i.e. PAT-Maths, Learning Quilts ■ QuickSmart 	<p style="text-align: center;">LEVEL 3 - CHANGES IN THINGS LEARNERS DO</p> <ul style="list-style-type: none"> ■ Enjoy and feel confident with maths ■ Transfer their number skills and knowledge across the curriculum to real life contexts ■ Problem solve with others ■ Show their learning in multiple ways ■ Provide teachers with feedback about the lessons/learning opportunities ■ Peer assessment, self-assessment, track their learning ■ Use of whiteboards, maths kits, working in groups
<p style="text-align: center;">LEVEL 2 - CHANGE IN THE THINGS TEACHERS DO</p> <ul style="list-style-type: none"> ■ Increased deprivatisation and observations of each other's practice ■ Better understanding of concept development ■ Common curriculum, programming design tools sourced, developed ■ Ann Baker pedagogy – Mental Routines, Problematised situations, Reflection ■ Seek from and provide student feedback in multiple ways ■ Intervention, explicit and appropriate below year level achievement standard (e.g. QuickSmart) ■ Increased use of formative assessment strategies and tasks; during lessons, mid-topic to inform teaching and learning i.e. exit passes, cups, whiteboards, pair and share, wait time, hot seat questioning, random selection, no hands up ■ Expect and provide opportunities for students to show a range of strategies ■ Use authentic contexts requiring students to apply their skills and knowledge ■ Begin develop a Numeracy Agreement for BPS ■ Share /develop ideas about different ways of using resources 	<p style="text-align: center;">LEVEL 4 – SMARTA TARGETS</p> <p style="text-align: center;">Improvement in learning outcomes, what will we measure, how will we know?</p> <ul style="list-style-type: none"> ■ Yr. 3 – 80% students in NAPLAN Bands 4 – 6 ■ Yr. 5 –80% students in Bands 5-7 ■ Yr. 7 – 30% achieve upper growth in NAPLAN
<p>Assessment tools, monitoring, further action: NAPLAN Yr. 1-7 – Pat-Maths School based formative assessments</p>	

Achievements

- ❖ Achieved Yr 3 NAPLAN target - 89% of children in Bands 4-6
- ❖ Achieved Yr 5 NAPLAN target – 86% of children in Bands 6-8
- ❖ Achieved Yr 7 NAPLAN – 65% in upper growth with 0% in Low growth for Numeracy
- ❖ Data base developed to track and respond to student learning. Training for staff Week 2, 2016. Data entered ready for review and intervention planning.
- ❖ Maths Coordinator worked with all staff to develop maths and Numeracy practices.
- ❖ Professional learning for staff – conferences and on-site.
- ❖ Audit of mathematics equipment and purchase new resources to support practices.
- ❖ Wave intervention and Gradual Release developing across site, including Quick Smart.
- ❖ Interactive white boards installed to support new ways of working.
- ❖ Began process for developing Whole Site Agreement in Numeracy.
- ❖ Sharing of practice across the site

POSITIVE EDUCATION

<p style="text-align: center;">LEVEL 1 – RESOURCING</p> <ul style="list-style-type: none"> ■ Professional Learning in What's the Buzz, Peer Mediation, Behaviour Scale, PERMA Martin Selegman), Growth Mindset (Dweck) ■ Develop student voice and leadership –Student Parliament, Peer Mediators ■ Survey tools to use with students, staff and families ■ Texts and school resources (posters, online resources) ■ Community resources –parent workshop, Kidz Biz ■ Provide assessment tools, surveys, data, evidence, etc. 	<p style="text-align: center;">LEVEL 3 - CHANGES IN THINGS LEARNERS DO</p> <ul style="list-style-type: none"> ■ Articulate and enact School Values and their application in life ■ Self-regulate, develop coping, empathy and problem solving strategies ■ Articulate their needs and feelings, recognise those of others ■ Approach tasks with growth mindset ■ Accept responsibility for their own responses and learning ■ Improved attendance from at-risk students ■ Reduced yard issues, low level to high level ■ Students showing initiative, independence, confidence, support for each other, risk taking in learning ■ Showing Resilience and using Mediation skills ■ Increased Executive Function ■ Understand and use Character Strengths in upper primary
<p style="text-align: center;">LEVEL 2 - CHANGE IN THE THINGS TEACHERS DO</p> <ul style="list-style-type: none"> ■ Develop understanding and pedagogy to engage children with social/emotional/sensory challenges ■ Engage with families and support services ■ Personal and frequent contact with families ■ Differentiate for all students ■ Recognise that students need to learn new ways to think and act ■ Facilitate genuine student voice ■ Encourage thinking at more complex levels, e.g. Community of Inquiry ■ Focus on the positives, develop intrinsic motivation, encourage optimism ■ Teachers model themselves as learners and risk taker 	<p style="text-align: center;">LEVEL 4 – SMARTA TARGETS</p> <p style="text-align: center;">Improvement in learning outcomes, what will we measure, how will we know?</p> <p>All students:</p> <ul style="list-style-type: none"> ■ Improved attendance from at-risk students ■ No student suspensions ■ No bullying ■ No violence, and threatened safety and wellbeing (EDSAS) ■ Reduce physical incidence data from 29 to 10 with an accompanying reduction from 80% R-1 to 50% R-1 ■ Improve engagement survey data from 86% to 100%
<p>Assessment tools, monitoring, further action:</p> <p>EDSAS data, student survey data, behaviour data i.e. bullying, blue card entries.</p>	

Achievements

- ❖ Staff implementing strategies to track and respond to student engagement
- ❖ Attendance data improved to 94% with at risk students attending more regularly.
- ❖ Whats the Buzz embedded across the school.
- ❖ Increase in students using strategies to manage resilience.
- ❖ Increased use of sensory aides to support children with issues.
- ❖ Decrease in physical violence with zero incidences of suspension for violence.
- ❖ One incidence of suspension; breach of ICT Use Agreement outside of school
- ❖ Increase in Restorative and Conflict Mediation practices amongst students, formally and informally.
- ❖ One bullying incident managed satisfactorily through cooperation between families and significant family and school support for both children.

